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## **DIGITAL STORYTELLING AS A PROJECT BASED LEARNING TECHNIQUE**

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**Abstract.** This article focuses on the use of digital storytelling for educational purposes. The article describes the terminologization and definition of digital storytelling, as well as its usage as a project based technique in learning and teaching foreign languages.

**Key words:** digital storytelling, multimedia, project based learning.

## **Introduction**

The popularity of digital storytelling is growing steadily and is now practiced in many places, including schools, libraries, community centers, museums, medical and medical schools, companies, and more. In educational settings, teachers and students from kindergarten to graduate school create digital stories on every imaginable topic, from art to zoology. Digital storytelling has also become a worldwide phenomenon, with practitioners from around the world creating digital stories to integrate technology into the classroom, support language learning, facilitate discussion, expand community presence and more.

Digital storytelling combines the art of telling stories using digital media, including text, images, recorded audio, music and video. These multimedia elements are blended together using computer software to tell a story that usually revolves around a specific topic and often contains a specific point of view. Most digital stories are relatively short, from 2 to 10 minutes, and are saved in digital format that can be viewed on a computer or other device capable of playing video files. In addition, digital stories are usually uploaded to the Internet, where they can be viewed through any popular web browser. There are many different types of digital stories, but the authors propose to classify the main types into the following three categories: 1) personal stories - stories that contain reports of significant incidents in a person's life; 2) historical documentaries - stories that explore dramatic events that help us understand the past, and 3) stories that inform or instruct the viewer about a particular concept or practice [3].

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### **Definition and terminology of *digital storytelling***

Digital storytelling is a relatively new term that describes the new practice of people using digital tools to tell their "story." Digital stories are often presented in emotionally engaging formats and can be interactive.

What makes digital stories different from traditional stories? To teach the answer to this question, you need to understand the differences between the concepts of analog and digital. These concepts are most often used in the following combinations: analog / digital signal, analog / digital equipment (camera, telephone, TV, thermometer, etc.), analog / digital wave, analog / digital system, etc. An analog signal is a continuous signal that represents physical measurements. Digital signals are discrete time signals generated by digital modulation. Although digital representations are discrete, the information represented can be either discrete, such as numbers or letters, or continuous, such as sounds, images, and other measurements of continuous systems. For example, a live human voice can be viewed as an analog signal, while a voice recorded by digitizing signals is a digital signal. Thus, the difference between analog and digital technologies is that in analog technologies information is converted into electrical impulses of various amplitudes. In digital technology, information is translated in binary (zero or one), where each bit represents two different amplitudes.

The term digital storytelling can also encompass a range of digital narratives (web stories, interactive stories, hypertext, and narrative PC games). It is sometimes used to refer to filmmaking in general, and more recently it has been used to describe digital advertising copy of commercial and non-commercial enterprises.

Digital streetliving can be defined as the process by which different people share their life stories and creative imaginations with others. This new form of storytelling emerged with the advent of affordable media production technologies, hardware and software, including but not limited to digital cameras, digital voice recorders, iMovie, Windows Movie Maker, Final Cut Express, and WeVideo. These new technologies allow people to share their stories over the Internet on YouTube, Vimeo, CDs, podcasts, and other electronic distribution systems [2].

Digital streetlighting can be considered a modern continuation of the ancient art of storytelling, now intertwined with digitized still and moving picture and sound. With new media and digital technology, people can approach storytelling from unique perspectives. Many people use complex non-traditional forms of storytelling such as non-linear and interactive storytelling.

Simply put, digital stories are multimedia presentations that bring together different communication elements within a narrative structure. Multimedia can include any combination of the following: text, images, video, audio, social media elements (such as tweets), or interactive elements (such as maps).

### **Applying digital storytelling to project-based learning**

There are many ways to use digital storytelling in education. In particular, digital stories can be created by the teacher, and students themselves can be the author. Within the framework of the project method of teaching, it is assumed that students should be involved in the process of selecting topics and creating digital stories, thereby creating a new project that reveals the essence of existing problems of society and offers options for solving these problems. An immersive, rich multimedia digital story can serve as a proactive set or technique to grab the attention of students and increase their interest in exploring new ideas. A number of researchers support the use of anticipatory recruiting early in the lesson to help engage students in the learning process (Burmark, 2004; Ormrod, 2004) and as a bridge between existing knowledge and new material (Ausbel, 1978).

There is no doubt that digital storytelling can be applied in a variety of ways, in particular to:

- To develop language skills and subskills
- To guide in STEM subjects
- To teach interdisciplinary subjects
- To apply in MOOC
- As home assignment for various kinds of subjects
- As a mid-term and final projects

The project method is based on the development of cognitive and creative skills of students, the ability to independently design their knowledge, the ability to navigate in the information space, the development of critical thinking. The project method is always focused on the independent activity of students - individual, pair, group, which students perform for a certain period of time. This approach blends seamlessly with collaborative learning. The project method always presupposes the solution of some problem, which envisages, on the one hand, the use of various methods, on the other hand, the integration of knowledge and skills from various fields of science, technology, technology, and creative fields.

The choice of project topics in different situations may be different. In some cases, this topic can be formulated by specialists from educational authorities within the framework of approved programs. In others, teachers should be proactively nominated, taking into account the educational situation in their subject, natural professional interests, interests and abilities of students. Thirdly, the topics of projects can be proposed by the students themselves, who, naturally, are guided by their own interests, not only purely cognitive, but also creative, applied. The topics of the projects may relate to some theoretical issue of the curriculum in order to deepen the knowledge of individual students on this issue, to differentiate the learning process. More often, however, the topics of projects relate to some kind of practical issue that is relevant to practical life and, at the same time, requires the involvement of students' knowledge not in one subject, but from different areas, their creative thinking, research skills. In this way, by the way, a completely natural integration of knowledge is achieved.

Student-generated digital stories can also be used to enhance ongoing lessons within a larger group, as a way to facilitate discussion of topics presented in a story, and as a way to make abstract or conceptual content more understandable. Researchers such as Hibbing and Rankin-Erickson (2003) and Boster, Meyer, Toberto and Inge (2002) have shown that the use of multimedia in teaching helps students retain new information and also helps them understand complex material.

Digital storytelling can also be a powerful tool for students learning to create their own stories. After viewing examples of digital stories created by their teachers or other story designers, students may be given assignments that first ask them to research a topic and then choose a specific point of view. This activity can generate interest, attention and motivation for digital generation learners in modern classrooms. This process can benefit from students' creative talents as they begin to explore and tell their own stories, as they learn to use the library and the Internet to explore rich, deep content by analyzing and synthesizing a wide range of content. In addition, learners involved in digital storytelling can develop improved communication skills by learning to organize their ideas, ask questions, voice opinions, and compose narratives. It can also help students as they learn to create stories for an audience and present their ideas and knowledge in an individual and meaningful way. In addition, when digital stories are published online, students have the opportunity to share their work with peers and gain valuable experience in criticizing their own work and the work of other students, which can foster emotional intelligence and social learning. Digital storytelling is suitable for students with a variety of learning styles and can also foster collaboration where students can work in groups and provides value in enhancing the student experience through personal ownership and achievement.

### **Conclusion**

Digital storytelling is a powerful technology tool that can be used effectively in schools, museums, community organizations, health centers, and more. The process of creating a digital story in a project-based teaching method, previously limited to desktops or laptops, is now possible thanks to less expensive and easy-to-use mobile devices and web-based tools that can be used by professionals of all ages. There is no doubt that projects of any kind can be effective only in the context of the general concept of training and education. They imply a departure from authoritarian teaching methods, on the one hand, but on the other, they provide for a well-thought-out and conceptually grounded combination with a variety of methods, forms and means of teaching. It is just a component of the education system, not the system itself.

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